

Occasional
Monographs

5

ICSSR

**EDUCATION
OF
THE
SCHEDULED
TRIBES
(1965-66)**

A Report by
J.P. NAIK
Member-Secretary, ICSSR

EDUCATION
OF
THE SCHEDULED TRIBES

(1965 - 66)

By

J.P. NAIK

Member-Secretary

Indian Council of Social Science Research

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

IIPA Hostel Building, Indraprastha Estate

Ring Road, New Delhi

Publication No. 27
September, 1971
3,000 copies

CONTENTS

	Page
Preface	7
Population of the Scheduled Tribes	9
Overall Enrolment of Scheduled Tribes in all Educational Institutions	9
The Coefficient of Equality	9
Coefficient of Equality according to States/Union Territories	14
Pre-Primary Schools	16
Primary Education (Classes I—V)	16
Middle School Education (Classes VI—VIII)	16
Secondary Education	17
Vocational Education	22
Special Schools	23
Other Schools	23
Class-wise Enrolments	26
Universities and Colleges of General Education	26
The Total Enrolment of Scheduled Tribes in the Universities and Colleges of General Education	28
Colleges of Professional Education	28
Scheduled Tribe Teachers	28
Some Problems for Research and Further Studies	28

TABLES

Table 1—Enrolment of Scheduled Tribes by Type of Institutions in 1960-61 and 1965-66	10
---	----

Table 2—Percentage Enrolment Ratio and Coefficient of Equality for Scheduled Tribes in Different Categories of Institutions (1960-61 and 1965-66)		Table 11—Enrolment of Scheduled Tribes in Universities or Colleges of General Education (1965-66)	29
Table 3—Percentage Enrolment Ratio and Coefficient of Equality for Scheduled Tribes in all Educational Institutions in 1960-61 and 1965-66	15	Table 12—Enrolment of Scheduled Tribe Students in Professional Higher Education (1965-66) by stages	30
Table 4—Statewise Percentage Enrolment Ratio of Scheduled Tribes to other Communities and Coefficient of Equality in Pre-Primary Schools in 1960-61 and 1965-66	18	APPENDIX	
Table 5—Statewise Percentage Enrolment Ratio of Scheduled Tribes to other Communities and Coefficient of Equality in Primary Schools in 1960-61 and 1965-66	19	Table I—Population of Scheduled Tribes in 1961	33
Table 6—Statewise Percentage Enrolment Ratio of Scheduled Tribes to other Communities and Coefficient of Equality in Middle Schools in 1960-61 and 1965-66	20	Table II—Enrolment of Scheduled Tribes in Educational Institutions of all categories in 1960-61 and 1965-66	34
Table 7—Statewise Percentage Enrolment Ratio of Scheduled Tribes to other Communities and Coefficient of Equality in High/Higher Secondary Schools in 1960-61 and 1965-66	21	Table III—Enrolment of Scheduled Tribes in Pre-Primary Schools in 1960-61 and 1965-66	35
Table 8—Enrolment of Scheduled Tribes in Vocational/Technical Schools in 1965-66	24	Table IV—Enrolment of Scheduled Tribes in Primary/Junior Basic Schools in 1960-61 and 1965-66	36
Table 9—Enrolment of Scheduled Tribes in Schools for other Education in 1965-66	25	Table V—Enrolment of Scheduled Tribes in Middle/Junior Basic Schools in 1960-61 and 1965-66	37
Table 10—Enrolment of Scheduled Tribes in Classes I—X (1965-66)	27	Table VI—Enrolment of Scheduled Tribes in Secondary Schools in 1960-61 and 1965-66	38
		Table VII—Enrolment of Scheduled Tribes in different types of vocational/technical schools in 1965-66	39
		Table VIII—Enrolment of Scheduled Tribes in Colleges of Professional Education 1965-66	40

PREFACE

The Indian Council of Social Science Research has decided to promote a major research programme on the problems of Scheduled Castes and Scheduled Tribes.

One focus in the proposed programme is to examine the development of education and its effects among the Scheduled Castes and Scheduled Tribes. For this purpose, ten States have been selected. The education of the Scheduled Tribes will be studied in Assam and Meghalaya, Bihar, Gujarat, Madhya Pradesh and Orissa and that of the Scheduled Castes in the States of Andhra Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal. There will be a Project Director for the study in each State and two overall co-ordinators for the programme as a whole. A common design will be prepared for all these studies by a Committee consisting of the two overall co-ordinators and the project directors of individual State studies.

As a preliminary to this Study, the Council desired that available information regarding education of Scheduled Castes and Scheduled Tribes should be collected and presented in a brief, consolidated form. Accordingly, this booklet, and another on Scheduled Castes, have been prepared. It is hoped that the academic community will find them of interest and use.

New Delhi
15th September, 1971

M. S. Gore
Chairman, ICSSR

EDUCATION OF THE SCHEDULED TRIBES

(1965-66)

Population of the Scheduled Tribes : According to the Census of 1961, the population of the Scheduled Tribes was 30.13 million or 6.8 per cent of the total population of India.

The percentage of the Scheduled Tribe population varies from State to State. It is negligible or small in States like Kerala or Tamil Nadu and very high in States like Madhya Pradesh, Orissa or Nagaland. The details of the Scheduled Tribes' population according to the States and Union Territories is given in the Appendix, Table No. I.

The figures of the population of the Scheduled Tribes in 1965 are not available. It has, however, been assumed that the percentage of the Scheduled Tribe population to the total in each State/Union Territory in 1965-66 was the same as in 1961.

Overall Enrolment of Scheduled Tribes in all Educational Institutions : The total enrolment of Scheduled Tribe students in all types of recognized educational institutions increased from 19.22 lakhs in 1960-61 to 29.65 lakhs in 1965-66. The corresponding figures for girls were 4.76 lakhs in 1960-61 and 8.05 lakhs in 1965-66. The break-up of this enrolment between the different categories of educational institutions is shown in Table II.

It will be seen that the additional enrolment during the five-year period has been of the order of 10.44 lakhs. The largest increase has been in primary schools (6.85 lakhs); the increase in middle schools was 2.05 lakhs, and in secondary schools, 1.11 lakhs.

The Coefficient of Equality : The important question to be asked in this context is: is this enrolment of the Scheduled

Table 1

Enrolment of Scheduled Tribes by Type of Institutions
in 1960-61 and 1965-66

Type of Institutions	Number Enrolled			
	1960-61 Total	Girls	1965-66 Total	Girls
1	2	3	4	5
Schools				
1. Pre-Primary	4,298	2,061	7,260	3,354
2. Primary/Junior Basic	13,36,703	3,48,730	20,21,722	5,65,679
3. Middle/Senior Basic	3,50,252	85,8,938	5,55,348	1,43,111
4. High/Higher Secondary	94,480	14,157	2,05,398	39,855
5. Vocational	*	*	6,036	1,347
6. Special	*	*	409	13
7. Others	*	*	1,49,675	48,436
8. Total (Schools)	17,83,733	4,50,886	29,45,848	8,01,795
9. Colleges for General Education	7,266	1,108	13,515	2,318
10. Colleges for Professional Education***	1,28,932	24,003	5,659	869
11. Colleges for Other Education	*	*	176	14
12. University, etc.	**	**	426	60
13. Total (Colleges and Universities)	1,36,198	25,111	19,824	3,261
14. Grand Total	19,21,931	4,75,997	29,65,624	8,05,056

* Shown against colleges for professional education, as separate figures are not available.

** Included under Colleges for General Education.

*** Includes Schools for Vocational, Special and Other Education also in 1960-61.

Tribes in different types of educational institutions adequate and how does it compare with that of the other communities? To answer this question tentatively, the concept of 'coefficient of equality' has been evolved.

Let us assume that the Scheduled Tribe population is 'B' and that the enrolment of Scheduled Tribe students in educational institutions is 'A'. Let us further assume that the population of other communities is 'D' and that their enrolment is 'C'. Then the "coefficient of equality" is defined as follows:

$$\frac{\text{Proportion of scheduled tribe enrolment to the enrolment from other communities}}{\text{Proportion of scheduled tribe population to the population of other communities}} = \frac{\frac{A}{C}}{\frac{B}{D}} \times 100$$

If equality of educational opportunity were to be provided to Scheduled Tribes, it is clear that the proportion of their enrolment in any given category of educational institutions to the enrolment of other communities should be the same as the proportion of their population to the population of other communities. In other words, the coefficient of equality, as defined above, should be 100. In practice, however, this coefficient will either be more than 100 or less than 100. If it is more than 100, we may infer that, in this particular type of education, the Scheduled Tribes are ahead of the other communities. On the other hand, where the coefficient of equality is less than 100, it can be inferred that the Scheduled Tribes are lagging behind the other communities.

Taking India as a whole, the percentage of the Scheduled Tribes population to that of other communities is 8.7. The enrolment of Scheduled Tribe students in different categories of educational institutions should, therefore, be 8.7 per cent of the enrolment from other communities, if equality of educational opportunity has to be provided to the Scheduled Tribes. Table 2 will, however, show that the Scheduled Tribes are still lagging behind the other communities in every category of educational

Table 2
Percentage Enrolment Ratio and Co-efficient of Equality
for Scheduled Tribes in Institutions by Type (1960-61 and 1965-66)

Sl. No.	Type of Institutions	Percentage Enrolment Ratio		Coefficient of Equality	
		1960-61	1965-66	1960-61	1965-66
1	2	3	4	5	6
Schools					
1.	Pre-Primary	2.6	3.7	29.9	42.5
2.	Primary/Junior Basic	6.0	6.7	69.0	77.0
3.	Middle/Senior Basic	3.6	3.7	41.4	42.5
4.	High/Higher Sec.	1.3	1.7	14.9	19.5
5.	Vocational	*	2.7	*	31.0
6.	Special	*	2.0	*	23.0
7.	Others	*	10.7	*	123.0
8.	Total (Schools)	4.7	5.1	54.0	58.6
Colleges					
9.	Colleges for General Education	1.0	1.2	11.5	13.8
***10.	Colleges for Professional Education	—	1.0	—	11.5
11.	Colleges for Other Education	—	0.2	—	2.3
12.	Universities, etc.	**	**	**	**
13.	Total (Colleges and Universities)	—	1.1	—	12.6
14.	Grand Total	4.7	5.0	54.0	57.5

* Shown against Colleges for Professional Education, as separate figures are not available.

** Included under Colleges for General Education.

*** Includes Schools for Vocational, Special and Other Education also.

institutions and that the coefficient of equality is still much less than 100 in every case. It may even be said that the coefficient of equality for Scheduled Tribes is lower than that for the Scheduled Castes.

It will be seen from Table 2 that the coefficient of equality, for India as a whole, was only 54.0 in 1960-61 and that it increased only to 57.5 in 1965-66. This implies that the Scheduled Tribes have still a fairly long way to go to even up with the educational development of other communities.

Perhaps, the most satisfactory position is at the primary stage where the coefficient of equality stood at 69.0 in 1960-61 and increased to 77.0 in 1965-66.

One more point which comes out from these data deserves notice. There is a sharp reduction in the coefficient of equality as one moves up the educational ladder. For instance, in 1965-66, the coefficient of equality at the primary stage was 77.0. If the rates of wastage and stagnation among the Scheduled Tribes were to be the same as those in the other communities, the coefficient of equality even at the middle school stage should have been 77.0. But we find that this dropped suddenly to 42.5. The implication is that the rates of wastage and stagnation among the Scheduled Tribes are considerably higher than those in the other communities. The same conclusion also applies to the secondary stage where the coefficient of equality drops still further, to 19.5.

At the university stage, the coefficient of equality shows yet another drop, it being only 13.8 in universities and colleges of general education and 11.5 in colleges of professional education. It is thus evident that, in spite of the facilities being made available in the form of scholarships, the spread of higher education among the Scheduled Tribes is still only about one-eighth of that in the other communities.

The broad conclusions that arise from these statistics may, therefore, be stated as follows:

(1) The coefficient of equality of the Scheduled Tribes in all

educational institutions is only about two-thirds of that of the other communities. It is even lower than that of the Scheduled Castes. The reasons for this have to be ascertained and early steps have to be taken to raise it.

(2) The rates of wastage and stagnation at the primary and secondary stages are much higher for the Scheduled Tribes than for the other communities or even for the Scheduled Castes. The reasons for this also need examination and necessary steps will have to be taken to reduce the existing high rates of wastage and stagnation.

(3) The number of Scheduled Tribe students that go up to the university stage is still comparatively very small. Why this happens in spite of the liberal facilities provided by Government is another point for examination.

Coefficient of Equality according to State/Union Territories :
The picture with regard to coefficient of equality of the Scheduled Tribes in all categories of educational institutions showed considerable variations from State to State. These variations, in so far as total enrolment in all categories of educational institutions is concerned, are given in Table 3.

At the first glance, it will be seen that the coefficient of equality is about 100 or more in two States only, Assam (125.9) and Manipur (111.4). It is also fairly high in Bihar (83.9), Maharashtra (71.0), other States and Union Territories (60.0), and Andhra Pradesh (55.6). In all other States, it is about 50 per cent or less. This is a far from satisfactory situation.

It will also be seen from Table 3 that the coefficient of equality has decreased, during the period under review, in Gujarat, West Bengal, Himachal Pradesh and Tripura. This is not a happy sign and the causes for it need investigation.

*Analysis of the Position in Different States/Union Territories
in Important Categories of Educational Institutions*

We shall now turn to the discussion of the present status of the education of Scheduled Tribes in each important category

Table 3
Percentage Enrolment Ratio and Coefficient of Equality
for Scheduled Tribes in all Educational Institutions
in 1960-61 and 1965-66

S. No.	State/Territory	Percentage Enrol- ment Ratio		Coefficient of Equality	
		1960-61	1965-66	1960-61	1965-66
1	2	3	4	5	6
1.	Andhra Pradesh	2.1	2.5	46.7	55.6
2.	Assam	29.1	28.7	127.6	125.9
3.	Bihar	9.1	9.9	77.1	83.9
4.	Gujarat	9.5	7.8	56.9	46.7
5.	Madhya Pradesh	11.9	15.7	38.3	50.5
6.	Maharashtra	3.9	4.9	56.5	71.0
7.	Orissa	12.1	19.8	30.3	49.5
8.	Rajasthan	2.0	7.4	12.6	46.5
9.	West Bengal	4.2	3.4	53.2	43.0
10.	A. & N. Islands	—	10.9	—	38.1
11.	Himachal Pradesh	5.0	4.4	40.3	35.5
12.	Manipur	40.9	53.6	85.0	111.4
13.	Tripura	29.5	26.1	54.2	48.0
14.	Other States/Union Territories	0.3	0.3	60.0	60.0
Total		4.7	5.0	54.0	57.5

of educational institutions in the different States and Union Territories.

Pre-primary Schools : The position regarding enrolment of Scheduled Tribes in pre-primary schools recognised by the Education Departments in different States and Union Territories and the coefficient of equality is given in Table 4.

At present, pre-primary education is inadequately developed. Most of the pre-primary schools, recognised by the State Education Departments, are private and fee-supported. They are also mostly urban. Under these circumstances, it is obvious that the children of the Scheduled Tribes, many of whom live in thinly populated and inaccessible areas, would not be adequately enrolled. As the statistics show, the coefficient of equality has been very low at the pre-primary stage—79.9 in 1960-61 and 42.5 in 1965-66 in India as a whole. Variations according to States are given in Table 4. Surprisingly enough, the coefficient of equality for Scheduled Tribes at this stage is higher than that for Scheduled Castes.

Primary Education (Classes I—V) : The position regarding the enrolment of the Scheduled Tribes in primary schools (classes I—V) varies from State to State and is given in Table 5.

It will be seen from Table 5 that the enrolment of Scheduled Tribes may be said to be satisfactory in the States of Assam, Bihar, Maharashtra and Manipur. It is, however, far from happy in several States. For instance, the coefficient of equality is only 33.9 in Himachal Pradesh, 53.2 in West Bengal, 55.5 in Tripura, 56.5 in Orissa, 69.2 in Rajasthan and 74.3 in Madhya Pradesh. Some special efforts are obviously needed in these States, especially as they have large tribal populations.

Middle School Education (Classes VI-VIII) : The position relating to the enrolment of the Scheduled Tribes in Middle Schools (classes VI-VIII) is given in Table 6. The overall picture is similar to that in Table 5, subject to the general observation that the enrolment, and consequently the coefficient of equality at the middle school stage, is much less than at the primary stage.

This, as stated earlier, is due to the fact that the wastage rates among the Scheduled Tribes are higher than those for other communities. It will also be seen that the coefficient of equality is far from satisfactory in Himachal Pradesh (12.1), Andhra Pradesh (20.0), Orissa (24.0), Madhya Pradesh (24.1), Tripura (26.8) and Rajasthan (29.6).

✓ A major problem of enrolment of the children from the Scheduled Tribes at the primary and middle school stages is that they largely live in isolated, thinly-populated and inaccessible areas. Unless the programme of Ashram schools is sufficiently expanded, it will not be possible to provide universal education to tribal children.

Secondary Education : The percentage of enrolment of Scheduled Tribe students in secondary schools to the enrolment from other communities as well as the coefficient of equality in 1960-61 and 1965-66, arranged according to States/Union Territories, are given in Table 7.

It will be seen therefrom that the percentage of enrolment of the Scheduled Tribe students to enrolment from other communities was 1.3 in 1960-61 and that it increased to 1.7 in 1965-66. The coefficient of equality also increased from 14.9 in 1960-61 to 19.5 in 1965-66. Generally, there has been an increase in the coefficient of equality except in Andhra Pradesh and Bihar. The sharp fall in the coefficient of equality in West Bengal is probably due to some statistical error. The causes for this decline will have to be ascertained and the necessary remedial steps taken.

An important point arises in this context, especially because there is a steep drop from the coefficient of equality at the middle school stage to that at the secondary stage: who goes in for secondary education? Is it the brighter boys that get this chance or do many of them get eliminated on account of economic factors? Secondly, in what type of institutions do the Scheduled Tribe students get admission? Do they get adequate representation in good schools or not? There is an apprehension that, in the present situation, when planned efforts by the State

Table 4

Statewise Percentage Enrolment Ratio of Scheduled Tribes to Other Communities and Coefficient of Equality for Scheduled Tribes in Pre-Primary Schools in 1960-61 and 1965-66

S. No.	State/Territory	Percentage Enrolment Ratio		Coefficient of Equality	
		1960-61	1965-66	1960-61	1965-66
1	2	3	4	5	6
1.	Andhra Pradesh	0.2	3.0	4.4	66.7
2.	Assam	27.0	165.0	118.4	723.7
3.	Bihar	—	1.5	—	12.7
4.	Gujarat	0.2	1.6	1.2	9.6
5.	Madhya Pradesh	2.8	2.6	9.0	8.4
6.	Maharashtra	1.2	1.2	17.4	17.4
7.	Rajasthan	—	2.9	—	—
8.	West Bengal	1.6	1.6	20.3	20.3
9.	Himachal Pradesh	—	3.6	—	29.0
10.	L.M. & A. Islands	—	50	—	1.5
11.	Tripura	25.6	31.9	47.1	58.6
12.	Other States and Union Territories	0.04	0.2	8.0	40.0
INDIA		2.6	3.7	29.9	42.5

(1) The above Table does not also include data about Balwadis, etc., conducted by the Department of Social Welfare.

(2) Data for A. & N. Islands and Manipur, not available.

Table 5

Statewise Percentage Enrolment Ratio of Scheduled Tribes to Other Communities and Coefficient of Equality in Primary Schools in 1960-61 and 1965-66

S. No.	State/Territory	Percentage Enrolment Ratio		Coefficient of Equality	
		1960-61	1965-66	1960-61	1965-66
1	2	3	4	5	6
1.	Andhra Pradesh	2.7	3.4	60.0	75.6
2.	Assam	35.2	35.6	154.4	156.1
3.	Bihar	10.7	12.7	90.7	107.6
4.	Gujarat	15.2	14.1	91.0	84.4
5.	Madhya Pradesh	15.7	23.1	50.5	74.3
6.	Maharashtra	7.9	7.3	114.5	105.8
7.	Orissa	13.3	22.6	33.3	56.5
8.	Rajasthan	2.4	11.0	15.0	69.2
9.	West Bengal	4.4	4.2	54.7	53.2
10.	A. & N. Islands	—	14.7	—	51.4
11.	Himachal Pradesh	7.8	4.2	62.9	33.9
12.	Manipur	45.4	64.9	94.4	134.9
13.	Tripura	37.2	30.2	68.4	55.5
14.	Other States & Union Territories	0.3	0.3	60.0	60.0
INDIA		6.0	6.7	69.0	77.0

Table 6

Statewise Percentage Enrolment Ratio of Scheduled Tribes to Other Communities and Coefficient of Equality in Middle Schools in 1960-61 and 1965-66

S. No.	State/Union Territory	Percentage Enrolment Ratio		Coefficient of Equality	
		1960-61	1965-66	1960-61	1965-66
1	2	3	4	5	6
1.	Andhra Pradesh	0.8	0.9	17.8	20.0
2.	Assam	20.9	26.3	91.7	115.4
3.	Bihar	8.7	8.8	73.7	74.6
4.	Gujarat	8.7	7.4	52.1	44.3
5.	Madhya Pradesh	7.6	7.5	24.4	24.1
6.	Maharashtra	2.5	3.4	36.2	49.3
7.	Orissa	13.1	9.6	32.8*	24.0
8.	Rajasthan	0.9	4.7	5.7	29.6
9.	West Bengal	3.8	4.0	48.1	50.6
10.	A. & N. Islands	—	3.0	—	10.5
11.	Himachal Pradesh	3.0	1.5	24.2	12.1
12.	Manipur	38.6	47.0	80.2	97.7
13.	Tripura	14.3	14.6	26.3	26.8
14.	Other States & Union Territories	0.4	0.4	80.0	80.0
INDIA		3.6	3.7	41.4	42.5

*Figures relate to 1959-60 instead of 1960-61.

Table 7

Statewise Percentage Enrolment Ratio of Scheduled Tribes to Other Communities and Coefficient of Equality for Scheduled Tribes in High/Higher Secondary Schools in 1960-61 and 1965-66

S. No.	State/Union Territory	Percentage Enrolment Ratio		Coefficient of Equality	
		1960-61	1965-66	1960-61	1965-66
1	2	3	4	5	6
1.	Andhra Pradesh	0.7	0.7	15.6	15.6
2.	Assam	11.0	15.9	48.2	69.7
3.	Bihar	4.1	3.8	34.7	32.2
4.	Gujarat	2.0	2.8	12.0	16.8
5.	Madhya Pradesh	2.4	3.9	7.7	12.5
6.	Maharashtra	1.1	2.3	15.9	33.3
7.	Orissa	3.9	5.7	9.8*	14.3
8.	Rajasthan	0.6	3.5	3.8	22.0
9.	West Bengal	14.6	1.5	184.8	19.0
10.	A. & N. Islands	—	7.0	—	24.5
11.	Dadra & Nagar Haveli	—	21.3	—	2.4
12.	Himachal Pradesh	3.0	3.3	24.2	26.6
13.	Manipur	21.9	28.4	45.5	59.0
14.	Tripura	0.7	7.1	1.3	13.1
15.	Other State & Union Territories	0.1	0.2	20.0	40.0
INDIA		1.3	1.7	14.9	19.5

*Figures relate to 1959-60 instead of 1960-61.

are not made for placement of students, it is likely that several talented Scheduled Tribe students are not in a position to proceed to secondary education and that many of them have to get enrolled in the weaker and more poorly equipped schools. This affects their career and is probably one of the reasons why the quality of secondary education among the Scheduled Tribes does not improve. These matters will have to be carefully examined.

Connected with this stage is the problem of hostels. A large number of Scheduled Tribe students admitted to hostels are studying at the secondary stage. Their performance in schools is thus intimately connected with the management of these hostels. In a hostel which is properly conducted and where individual attention is provided to students, it is possible to get much better results than in another where these essential factors are not adequately attended to. An examination of the working of the Scheduled Tribe hostels, especially from the point of view of the individual care they take of their inmates, is, therefore, an important problem.

There is one more question to be examined at this stage. Many of the Scheduled Tribe students who enter secondary schools have had their earlier education in weak primary schools. They are not, therefore, as properly equipped for secondary education as the average secondary school entrant; and it, therefore, becomes necessary to provide some individual attention to these students in the secondary schools to which they are admitted if their performance at the secondary stage is to improve. In some schools, such provision of individual attention is done from a sense of social responsibility; but it is feared that many schools do not take the necessary steps in this regard. It is, therefore, necessary to find out to what extent the Scheduled Tribe students admitted to secondary schools get that individual attention which they need and to suggest concrete measures under which this could be made available to all the students.

Vocational Education: Details of enrolment in vocational schools of different categories are available, separately for each category, for 1965-66 only. These have been given in the Appendix (Table VII). It will be seen therefrom that the total

enrolment of Scheduled Tribe students in all vocational schools in 1965-66 was 6,036. Of this, the largest number (2,656) was enrolled in Teacher Training Institutions. Next came Technical Schools with an enrolment of 2,137, followed by commercial institutions with an enrolment of 427. Agricultural institutions had an enrolment of 351. The least enrolments were registered in nursing, mid-wifery and compounding (157) and music and fine arts (110). The need to emphasize increasing enrolments in vocational, and especially in para-medical, courses is obvious.

Taking all categories of vocational schools, it is seen that the enrolment of Scheduled Tribe students was only 2.7 per cent of the enrolment from other communities in 1965-66. This gives a coefficient of equality of 31.0 only. The details of this coverage, according to States/Union Territories, is given in Table 8. It is necessary to investigate the causes that impede adequate enrolment of the Scheduled Tribe students in technical/vocational institutions and to adopt appropriate remedies.

Special Schools: The Special Schools generally include institutions meant for physically and mentally handicapped children and reformatories. Separate information regarding the enrolment of Scheduled Tribe children in these schools is available for 1965-66 only. The total enrolment in the country as a whole was 409 (of which 13 were girls) which forms 2.0 of the enrolment from other communities and gives a coefficient of equality of 23.0.

Other Schools: This group of educational institutions includes adult education classes, institutions for oriental studies and other miscellaneous institutions. Taking the country as a whole, the enrolment of Scheduled Tribes in these institutions was 1,49,675. The bulk of this enrolment was in six States Maharashtra (77,511), Orissa (22,832), West Bengal (11,867), Andhra Pradesh (11,884), Gujarat (8,464) and Tripura (5,318). Table 9 shows the enrolment from Scheduled Tribes, their percentage enrolment ratio to other communities and the coefficient of equality in different States and Union Territories.

Table 8
Enrolment of Scheduled Tribes in Vocational/Technical Schools
in 1965-66

S. No.	State/Union Territory	Total Enrolment	Girls	Percentage Enrolment Ratio	Coefficient of Equality
1.	Andhra Pradesh	344	68	5.0	111.1
2.	Assam	1,175	272	16.0	70.2
3.	Bihar	103	64	5.2	44.1
4.	Gujarat	1,079	288	3.2	19.2
5.	Madhya Pradesh	308	38	9.2	29.6
6.	Maharashtra	1,113	185	2.8	40.6
7.	Orissa	1,055	111	10.6	26.5
8.	Rajasthan	1	1	0.2	1.3
9.	West Bengal	144	72	0.9	11.4
10.	Manipur	401	176	26.1	54.3
11.	Tripura	26	10	4.5	8.3
12.	Other States & Union Territories	129	62	0.1	20.0
INDIA		6,036	1,347	2.7	31.0

N.B. Data about Himachal Pradesh and A. & N. Islands, not available.

Table 9
Enrolment of Scheduled Tribes in Schools for Other Education
in 1965-66

S. No.	State/Union Territory	Enrolment	Percentage Enrolment Ratio	Coefficient of Equality
1.	Andhra Pradesh	751	3.9	86.7
2.	Assam	11,884	11.8	51.8
3.	Bihar	977	1.4	11.9
4.	Gujarat	8,464	13.1	78.4
5.	Madhya Pradesh	2,609	11.3	36.3
6.	Maharashtra	77,511	11.9	172.5
7.	Orissa	22,832	85.6	214.0
8.	Rajasthan	270	0.2	1.3
9.	West Bengal	11,867	8.1	102.5
10.	Himachal Pradesh	2,181	14.6	117.7
11.	Manipur	3,703	112.0	232.8
12.	Tripura	5,318	70.2	129.0
13.	Other States & Union Territories	348	0.3	60.0
INDIA		1,49,679	10.8	124.1

N.B. Data for A. & N. Islands, not available

Class-wise Enrolments: The school stage is generally divided into 12 classes. The percentage of the enrolment of the students of the Scheduled Tribes in each of these 12 classes to the enrolment from other communities in the same class and the coefficient of equality are shown in Table 10.

It will be seen that the coefficient of equality is highest in class II (80.5). But it begins to drop thereafter because the rates of wastage and stagnation are higher for the Scheduled Tribes than for the community as a whole. At the end of class V, where lower primary stage is completed, the coefficient of equality has already dropped down to 46.0. By the end of class VII, where the middle school stage is completed, it drops down further to 29.9; and at the end of class X, when the lower secondary stage comes to an end, it drops down still further to 21.8.

Universities and Colleges of General Education: In 1965-66, the total enrolment of Scheduled Tribes in universities was 426 (60 girls) and in colleges of general education, 13,515, thus making a total enrolment of 13,941 which gives a coefficient of equality of 13.8 only.

The main question that arises in this context is the determination of reasons which keep the coefficient of equality at this stage so low in spite of the fact that every student of the Scheduled Tribes is given a scholarship if he were to attend a university or a college. This needs, as stated earlier, a very careful examination.

The general issues raised at the secondary stage have a relevance at the university stage also. For instance, it will be necessary to study why there is a steep drop in the coefficient of equality from the secondary to the university stage. The type of students who are transferred to the university stage and those who drop out will also have to be studied to determine whether it is the more intelligent or the less intelligent group that gets kept out. Equally important are the problems relating to admissions of Scheduled Tribe students to good institutions and the provision of individual guidance to them. In addition, it is

Table 10
Enrolment of Scheduled Tribes in Classes I—X, 1965-66

Classes	Enrolment	Percentage Enrolment Ratio	Coefficient of Equality
Pre-Primary	7,342	3.0	34.5
I	10,85,059	7.0	80.5
II	5,18,788	5.8	66.7
III	3,55,134	4.9	56.3
IV	2,58,295	4.4	50.6
V	1,87,368	4.0	46.0
VI	1,27,914	3.5	40.2
VII	95,774	3.2	36.8
VIII	66,217	2.6	29.9
IX	43,024	2.1	24.1
X	32,622	1.9	21.8
*XI	20,049	2.6	29.9
*XII	5,508	7.6	87.4
	28,03,094	5.0	57.5

*Some Enrolment in classes XI and XII in U.P. State has been included under the Colleges of General Education. The present statistics, therefore, do not present a clear picture in these two classes.

also necessary to ascertain the difficulties Scheduled Tribe students in higher education have to face and why a large proportion of them seem to deteriorate in achievement at the university stage.

The Total Enrolment of Scheduled Tribes in the Universities and Colleges of General Education : The enrolment of Scheduled Tribes at this stage and the coefficient of equality is given in Table 11.

Colleges of Professional Education : The enrolment of Scheduled Tribe students in colleges of professional education in 1965-66 was 5,659 (869 girls). Of this, the largest number were in Teacher Training Institutions (2,244). Next in order came institutions of Engineering and Technology (1,644), which were followed by Law (527) and Medical Colleges (479). Commerce had enrolled 351 students and Agriculture, 190. The details of enrolments according to States are given in Table VIII in the Appendix.

Table 12 shows the coefficient of equality in different types of professional education in 1965-66.

Scheduled Tribe Teachers : Precise data about Scheduled Tribe Teachers is not readily available. On the whole, however, there is a general view that the recruitment of scheduled tribe teachers falls short of the proportional quotas laid down and that the discrepancy between the quotas prescribed and the actual numbers recruited increases as one goes up the educational ladder. There are also no studies about the difficulties and problems which the Scheduled Tribe teachers at different stages—primary, secondary, university—have to face in social life in educational institutions, in recruitment and in their services. These problems need studies in depth.

Some problems for research and further studies : The preceding discussion has shown that the Scheduled Tribes have still a long way to go to reach equality with the community as a whole. In order to understand the problems that have impeded their progress in the past and also to devise measures which will

Table 11
Enrolment of Scheduled Tribes
in Universities and Colleges of General Education, 1965-56

Sl. No.	State/Union Territory	Enrolment	Percentage Enrolment Ratio	Coefficient of Equality
1.	Andhra Pradesh	241	0.4	8.9
2.	Assam	4,548	13.3	58.3
3.	Bihar	3,491	3.5	29.7
4.	Gujarat	436	0.7	4.2
5.	Madhya Pradesh	1,233	1.7	5.5
6.	Maharashtra	887	0.7	10.1
7.	Orissa	344	1.5	
8.	Rajasthan	470	1.2	3.8
9.	West Bengal	352	0.3	3.8
10.	Himachal Pradesh	69	3.6	29.0
11.	Manipur	859	17.5	36.4
12.	Tripura	162	4.4	8.1
13.	Other States & Union Territories	599	0.1	20.0
INDIA		13,941	1.2	13.8

Table 12
Enrolment of Scheduled Tribe Students
in Professional Higher Education, (1965-66), by stages

S. No.	Type of Education	Enrolment	Percentage Enrolment Ratio	Coefficient of Equality
1.	Agriculture	190	0.6	6.9
2.	Commerce	351	0.5	5.7
3.	Engineering & Technology	1,644	0.6	6.9
4.	Law	527	1.6	18.4
5.	Medicine :			
	(a) Allopathy	411	0.7	8.0
	(b) Others	68	0.5	5.7
6.	Teacher Training	2,244	1.5	17.2
7.	Others	100	0.9	10.3
	Total	5,659	0.8	9.2

accelerate their progress in the future, it is necessary to study the several problems that have been referred to already. However, they may be summed up, for convenience of reference, as follows :

(1) Why is the coefficient of equality of the Scheduled Tribes still low? Why is this coefficient especially low in some States?

(2) What are the special problems which the Scheduled Tribe students have to face at the primary stage? How can their enrolment at this stage be increased?

(3) Why is it that the rates of wastage and stagnation at the school stage are higher in the case of Scheduled Tribes than in the community as a whole? What measures can be taken to reduce them?

(4) Who are the Scheduled Tribe students that are transferred from the primary to the secondary stage?

(5) What difficulties are faced by them at this stage?

(6) Who are the Scheduled Tribe students that are transferred from secondary to the university stage?

(7) What are the difficulties experienced by Scheduled Tribe students in getting admission to good secondary schools, good colleges and universities in the country? How can these difficulties be minimised? What special educational problems (e.g. language load) do they have?

(8) Do Scheduled Tribe students admitted to secondary schools, colleges and universities get enough personal attention and individual guidance necessary for them? If not, what arrangements can be made for this purpose?

(9) How is the programme of scholarships to Scheduled Tribe students at the university stage operating in practice? What are the practical difficulties experienced by the Scheduled Tribe students in this regard and how can they be overcome?

(10) How are the Ashram Schools and hostels for Scheduled Tribe students at the secondary and university stages being managed at present? How can their management be improved? What measures can be adopted to secure increased accommodation for Scheduled Tribe students in the general hostels?

(11) What are the difficulties faced by Scheduled Tribe students in getting admission to vocational and technical schools and colleges of professional education? How can these difficulties be minimised?

(12) What are the problems faced by Scheduled Tribe teachers of various categories in urban and rural areas, in social life, in educational institutions, in recruitment and in the services? How can these be removed?

A comprehensive programme for a study of these problems on a national basis is now being developed in the Indian Council of Social Science Research.

APPENDIX

Table 1
Population of Scheduled Tribes (1961)

Sl. No.	States	Population of Scheduled Tribes	Percentage to total population
1.	Andhra Pradesh	13,24,368	3.7
2.	Assam	20,64,816	17.4
3.	Bihar	42,04,770	9.1
4.	Gujarat	27,54,446	13.3
5.	Jammu and Kashmir	—	—*
6.	Kerala	2,12,762	1.3*
7.	Madhya Pradesh	66,78,410	20.6
8.	Maharashtra	23,97,159	6.1
9.	Mysore	1,92,096	0.8*
10.	Orissa	42,23,757	24.1
11.	Punjab	14,132	0.0*
12.	Rajasthan	23,09,447	11.5
13.	Tamil Nadu	2,51,991	0.7*
14.	Uttar Pradesh	—	—*
15.	West Bengal	20,54,081	5.9
16.	Nagaland	3,43,697	93.1**
17.	Andaman and Nicobar	14,122	22.2
18.	Delhi	—	—
19.	Himachal Pradesh	1,08,194	8.0
20.	L.M. & A. Islands	23,391	97.0**
21.	Manipur	2,49,049	31.9
22.	Tripura	3,60,070	31.5
23.	Dadra & Nagar Haveli	51,259	88.4**
24.	Pondicherry	N.A.	N.A.
25.	N.E.F.A.	2,98,167	88.6
		3,01,30,184	6.8

*Data not studied because of the small population of tribals.

**Data for tribal population is not very different for total state data.

Table II

Enrolment of Scheduled Tribes in Educational Institutions
of all Categories in 1960-61 & 1965-66

Sl. No.	State/Territory	1960-61		1965-66	
		Total	Girls	Total	Girls
1.	Andhra Pradesh	69,394	21,530	1,04,149	34,634
2.	Assam	3,22,387	1,15,774	4,49,680	1,74,199
3.	Bihar	3,43,792	69,092	4,42,091	1,03,184
4.	Gujarat	2,33,721	62,753	2,57,984	75,533
5.	Madhya Pradesh	2,50,033	34,386	4,71,914	89,970
6.	Maharashtra	1,93,229	46,604	3,44,454	1,05,963
7.	Nagaland	47,619	17,097	73,649	25,733
8.	Orissa	1,62,343	31,870	3,15,317	80,325
9.	Rajasthan	28,344	1,611	1,41,651	15,640
10.	West Bengal	1,37,394	26,724	1,60,997	33,410
11.	A. and N. Islands	N.A.	N.A.	1,028	295
12.	Dadra and Nagar Haveli	N.A.	N.A.	4,135	634
13.	Himachal Pradesh	4,951	665	7,605	2,026
14.	L.M. & A. Islands	4,109	1,340	5,127	1,717
15.	Manipur	45,998	13,476	74,654	24,688
16.	Tripura	27,144	15,547	38,485	10,012
17.	Others	51,473	17,528	72,704	27,093
INDIA		19,21,931	4,75,997	29,65,624	8,05,056

Table III

Enrolment of Scheduled Tribes in Primary Schools
in 1960-61 and 1965-66

Sl. No.	State/Territory	1960-61		1965-66	
		Total	Girls	Total	Girls
1.	Andhra Pradesh	12	7	143	74
2.	Assam	1,599	825	1965	997
3.	Bihar	—	—	44	19
4.	Gujarat	98	43	718	319
5.	Madhya Pradesh	318	149	401	154
6.	Maharashtra	380	173	373	171
7.	Nagaland	—	—	—	—
8.	Orissa	—	—	—	—
9.	Rajasthan	—	—	25	12
10.	West Bengal	110	45	140	59
11.	A. & N. Islands	—	—	—	—
12.	Dadra and Nagar Haveli	—	—	—	—
13.	Himachal Pradesh	—	—	16	6
14.	L.M. & A. Islands	—	—	13	12
15.	Manipur	—	—	—	—
16.	Tripura	1761	815	3252	4460
17.	Others	20	4	170	71
Total		4298	2061	7260	3354

Table IV

Enrolment of Scheduled Tribes in Primary/Junior Basic Schools
in 1960-61 and 1965-66

Sl. No.	State/Territory	1960-61		1965-66	
		Total	Girls	Total	Girls
1.	Andhra Pradesh	61,694	20,237	91,215	32,020
2.	Assam	2,51,392	97,050	329,367	1,35,802
3.	Bihar	9,35,584	51,771	311,845	75,545
4.	Gujarat	87,935	23,829	97,856	26,266
5.	Madhya Pradesh	2,07,189	31,191	397,432	81,347
6.	Maharashtra	1,17,524	30,988	129,309	40,656
7.	Nagaland	32,726	12,128	44,979	16,513
8.	Orissa	1,40,003	29,566	263,550	71,942
9.	Rajasthan	19,901	1,079	111,746	14,496
10.	West Bengal	92,657	22,053	119,638	28,851
11.	A. & N. Islands	—	—	881	267
12.	Dadra & Nagar Haveli	—	—	2,508	459
13.	Himachal Pradesh	3,440	480	3,299	819
14.	L.M. & A. Islands	1,920	1,123	1,886	76
15.	Manipur	32,697	10,731	51,152	18,423
16.	Tripura	19,741	4,883	25,983	6,578
17.	Others	32,300	11,621	39,076	14,928
Total		13,36,703	3,48,730	20,21,722	5,65,679

Table V

Enrolment of Scheduled Tribes in Middle/Senior Basic Schools
in 1960-61 and 1965-66

S. No.	State/Territory	1960-61		1965-66	
		Total	Girls	Total	Girls
1.	Andhra Pradesh	2,386	641	5,034	1,383
2.	Assam	32,697	8,885	56,126	18,668
3.	Bihar	63,113	12,223	99,660	21,667
4.	Gujarat	1,14,523	35,713	1,33,757	44,555
5.	Madhya Pradesh	31,627	2,430	51,751	6,972
6.	Maharashtra	53,350	12,903	1,04,569	24,262
7.	Nagaland	10,425	3,737	19,571	6,749
8.	Orissa	11,632	1,446	17,438	3,056
9.	Rajasthan	2,781	150	19,036	822
10.	West Bengal	7,246	937	9,391	1,018
11.	A. & N. Islands	—	—	50	12
12.	Dadra & Nagar Haveli	N.A.	N.A.	1,452	171
13.	Himachal Pradesh	589	105	443	170
14.	L.M. & A. Islands	1,313	147	2,081	307
15.	Manipur	7,060	1,713	10,665	3,267
16.	Tripura	1,212	187	1,870	411
17.	Others	13,298	4,721	22,454	8,811
Total		3,50,252	85,938	5,55,348	1,43,111

Table VI
Enrolment of Scheduled Tribes in Secondary Schools
in 1960-61 and 1965-66

S. No.	State/Territory	1960-61		1965-66	
		Total	Girls	Total	Girls
1.	Andhra Pradesh	3,359	518	6,188	1,014
2.	Assam	21,120	4,458	43,996	13,284
3.	Bihar	19,573	3,592	24,105	4,531
4.	Gujarat	6,901	891	15,415	2,805
5.	Madhya Pradesh	6,211	339	17,568	1,058
6.	Maharashtra	8,131	889	29,753	5,432
7.	Nagaland	4,136	1,208	8,356	2,352
8.	Orissa	3,595	240	9,944	863
9.	Rajasthan	1,189	17	9,617	291
10.	West Bengal	10,533	82	18,975	2,421
11.	A. & N. Islands	—	—	97	16
12.	Dadra & Nagar Haveli	—	—	55	4
13.	Himachal Pradesh	890	78	1,576	241
14.	L.M. & A. Islands	486	29	762	43
15.	Manipur	4,004	619	7,756	2,094
16.	Tripura	94	132	1,903	416
17.	Others	4,258	1,065	9,327	2,990
Total		94,480	14,157	2,05,398	39,855

Table VII
Enrolment of Scheduled Tribes in different types of Vocational/Technical Schools in 1965-66

S. No.	State/Territory	Teacher Training	Agriculture	Commerce	Nursing/ Midwifery and Compounding	Technical	Music and Fine Arts	Others	Total
1.	Andhra Pradesh	45	—	—	—	296	3	—	344
2.	Assam	500	6	345	—	296	28	—	1,175
3.	Bihar	—	—	—	—	88	—	—	103
4.	Gujarat	653	69	82	15	192	2	49	1,079
5.	Madhya Pradesh	—	—	—	32	295	—	—	308
6.	Maharashtra	673	234	—	13	46	18	117	1,113
7.	Nagaland	102	—	—	25	56	—	—	158
8.	Orissa	557	26	—	30	393	23	26	1,055
9.	Rajasthan	1	—	—	—	—	—	—	1
10.	West Bengal	11	—	—	—	131	—	2	144
11.	A. & N. Islands	—	—	—	—	—	—	—	—
12.	Dadra & Nagar Haveli	—	—	—	—	—	—	—	—
13.	Himachal Pradesh	—	—	—	—	—	—	—	—
14.	L. & M.A. Islands	—	—	—	—	—	—	—	—
15.	Manipur	114	15	—	39	196	36	1	401
16.	Tripura	—	1	—	3	19	—	3	26
17.	Others	—	—	—	—	—	—	—	—
TOTAL		2,656	351	427	157	2,137	110	198	6,036

Table VIII
Enrolment of Scheduled Tribes in Colleges of Professional Education (1965-66)

S. No.	State/ Territory	Agriculture	Commerce	Engineering and Technology	Teacher Training	Law	Medicine		Nursing and Mid- wifery	Others	Total
							Allopathic	Others			
1.	Andhra Pradesh	13	—	68	62	3	50	1	—	18	215
2.	Assam	—	30	107	—	287	171	3	—	15	613
3.	Bihar	19	5	353	1286	172	17	—	—	5	1857
4.	Gujarat	17	8	112	11	2	9	7	—	2	168
5.	Madhya Pradesh	34	53	177	284	16	33	7	—	—	604
6.	Maharashtra	73	127	436	48	11	33	12	63	23	826
7.	Nagaland	—	—	—	—	—	—	—	—	—	—
8.	Orissa	11	—	68	50	5	14	—	—	4	154
9.	Rajasthan	16	8	57	246	—	10	13	23	5	378
10.	West Bengal	2	119	76	56	—	4	—	25	25	307
11.	A. & N. Islands	—	—	—	—	—	—	—	—	—	—
12.	Dadra & Nagar Haveli	—	—	—	—	—	—	—	—	—	—
13.	Himachal Pradesh	2	—	6	13	—	—	—	—	—	21
14.	L.M. & A. Islands	—	—	—	—	—	—	—	—	—	—
15.	Manipur	—	—	74	18	26	—	—	—	—	118
16.	Tripura	—	—	10	15	—	—	—	—	1	26
17.	Others	3	1	100	155	5	70	25	11	2	372
Total		190	351	1,644	2,244	527	411	68	122	100	5,659